DOCUMENT RESUME

ED 090 421 CE 001 572

TITLE	National Task Force on a Uniform Measurement Unit for the Recognition of Continuing Education: Working Papers; and The Continuing Education Unit: A Uniform Unit of Measure for Non-Credit Continuing Education Programs (An Interim Statement of the National Task Force).
INSTITUTION	National Univ. Extension Association, Washington, D.C.
PUB DATE	Jul 70
NOTE	33p.; There is no page 7 in the Working Papers
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Administrator Guides; *Adult Education; *Adult Education Programs; Adult Educators; Guidelines; *Noncredit Courses; Pilot Projects; Post Secondary Education; Program Development; Program Planning; Recordkeeping
IDENTIFIERS	CEU; *Continuing Education Unit

ABSTRACT

In 1968, a national planning conference, under the joint sponsorship of 34 organizations responsing to continuing education needs, created the National Task Force to determine the feasibility of a uniform unit of measurement and develop a proposal for field testing the concept. Stressing that continuing education units should supplement, not supplant the credit hour, a working paper was issued suggesting a program of action that included general standards and criteria, questions to be answered, potential subcommittee tasks, and design of forms. In 1973, after two years of deliberation, the National Task Force issued an interim statement defining the Continuing Education Unit (CEU) as: "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." This document, forming a basic framework for future development and utilization of the CEU, also sets forth purposes and objectives, administrative requirements, suggested applications, and practical guidelines. It concludes with the announcement of a pilot project to test the report recommendations. (Author/MW)

ED 090421

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Working Papers

for

Organizational Meeting

NATIONAL TASK FORCE

ON A

UNIFORM MEASUREMENT UNIT

FOR THE

RECOGNITION OF CONTINUING EDUCATION

October 15, 1968

Room 3H15, Civil Service Commission

1900 E Street, NW

Washington, D. C.

CE 001 572 (Incl 3 parts)

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SUGGESTIONS FOR A PROGRAM OF ACTION

A. Define a Unit of Measure for Continuing Education

1. Adopt a well-established and universally recognized standard now in use at the college level such as the semester hour or the quarter hour; possibly the latter since
   a. they accumulate somewhat faster in a program that is most often carried out on a part-time, overload basis
   b. 12 hours is a common module in many continuing education formats
   c. The trimester hour and the quarter hour are becoming increasingly acceptable in the accounting of educational accomplishment.
2. Stress the equivalency of continuing education to college-level work; however,
   a. never intended to <u>supplant</u> the credit hour
   b. but to <u>supplement</u> it
3. Must be adaptable to a wide variety of formats and circumstances
4. Regardless of details concerning definition, it almost certainly should be based upon a number of multiples of clock hours of exposure to a learning experience.
5. Not all university extension activities to be quantified into continuing education units; criteria to include
   a. college-level work
   b. substantial student involvement or participation required
   c. builds upon one's earlier education, whether formal or informal
   d. contributes to the proficiency of the individual in his profession,

vocation, or avocational (including cultural) interests

B. Draw up Suggested Criteria and Standards

1. Establish basic definitions, guidelines, and ground rules for the conduct of programs in continuing education
2. Challenge all practitioners to elevate standards of performance in the preparations for and the conduct of continuing education
3. Evaluation, even if self-evaluation, implicit in this objective
4. Encourage the development of pre-test and post-test techniques as standards of:
   a. student performance
   b. validity of course as a learning experience
   c. instructor and/or media performance in achieving stated objectives

C. Encourage the Use of New (Teaching) Learning Formats

1. Use multiple media approaches
2. Impart better knowledge of when and where to use specific approaches to accomplish particular objective
3. Use more independent study packages and techniques
4. Develop and use national programs in terms of employing
   a. best of available inputs in terms of format and content
   b. yet quick to discard when better product becomes available
5. Support programs of experimentation as in the examples of
   a. programmed instruction

b. computer-assisted instruction

c. highly individualized and specialized learning materials

D. Improved Coordination of Learning Experiences

1. Stress quality course materials and methods of presentation

2. In-depth learning experiences

3. Develop curricula concepts to meet

a. career requirements

b. industrial objectives

c. national goals

4. Determine student qualifications, needs and serve other aspects of student counseling

5. Recognize possibility of a multiplicity of contributors to one's program of continuing education

E. Establish and Maintain a Clearinghouse

1. Program titles, dates and locations

2. Course content and objectives

3. Professions and disciplines served

4. Formats, methodologies and concepts employed

5. Instructor qualifications

6. Sponsorship, fee and special conditions such as prerequisites, computer skills, and outside assignments or exercises, as in the example of term papers or field trips, to be completed

7. Centralized coordination of continuing education programs

   a. among neighboring institutions

   b. by locales, states and regions

   c. by professions and disciplines

F. Maintain Student Records

1. Permanent

2. Positive identification

3. Centralized

4. Includes basis by which competence was determined

5. Transferable

G. Assure Continuity of Effort

1. More advance planning

2. Coordinated efforts

3. Improved budgetary commitments on a continuing basis by

   a. institutions

   b. funding agencies, both public and private

   c. employers

   d. individuals

H. Effect Liaison Among

1. Educational institutions and associations
2. Private entrepreneurs and consultants
3. Technical and professional societies
4. Governmental agencies and private foundations
5. Employers
6. Licensing boards and regulatory agencies
7. Employment agencies and placement services

I. Inter-institutional Cooperation and Exchange Involving

1. Experiences and pertinent results
2. Instructional formats and materials
3. Personnel engaged in both planning and conduct

J. Determine Levels of Need for Programs of Continuing Education through Surveys and other Research Techniques in Matters such as

1. Emerging technologies
2. Influences of obsolescence
   a. rates
   b. causes

c. kinds, both chronological and technological

d. palliatives

3. Manpower studies

a. numbers by skills, age groups, levels of utilization, etc.

b. needs - individual, organizational and national

c. educational backgrounds

d. available employment opportunities and ability to fill from existing manpower pool

e. patterns of use of existing programs of continuing education

f. individual aspirations and goals

K. Integrate Effectively

1. Horizontally

a. to serve all disciplines

b. interdisciplinary to serve specific missions

2. Vertically

a. professional; post-doctoral, post-masters, and post-baccalaureate

b. paraprofessional, including some vocational

c. cultural and avocational

No page 7 in report

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QUESTIONS TO BE ANSWERED

1. How best to serve the interdisciplinary requirements of the mission-oriented world of work by engaging the resources of the typically discipline-oriented educational institutions?

2. How do institutions fulfill their responsibilities in the absence of adequate budgetary commitments by educational institutions and the typically low levels of federal support for programs of continuing education?

3. How to gain full recognition and support by employers in such policy matters as tuition refund and released time for their employees who participate in programs of continuing education?

4. How to obtain the support of academicians for continuing education as a need to be served, a type of student participation to be recognized, and as an institutional and faculty obligation to be met?

5. What form should recognition for participation in continuing education take; should it be conferred by educational institutions, by professional societies, by employers, by licensing agencies, by special review boards, or by some combination of the above?

6. What elements should go into recognition for particular achievements in continuing education, whether equivalent hours of continuing education, professional development activities and the recognition obtained therefor, work experiences and the advancements obtained therefrom, singular achievements such as publications, patents, and awards, or some combination of all of the above?

7. How to measure and account for the significant inputs to one's continuing education by such diverse contributing organizations as educational entrepreneurs, society and association sponsor, employer or industrial sponsors, government agency or foundation sponsors, educational institution sponsorship in either formal or informal modes of instruction, or substantial programs of self study and development?

POTENTIAL SUBCOMMITTEE TASKS

A. Recognition Aspects

Suggest technical and professional society involvement under the assumption that recognition will be conferred by such organizations upon individual members for particular achievements measured against two or more scales such as continuing education units accumulated in a given period of time and progress noted along lines of professional development for corresponding period of time. Thus, both objective and subjective measures may go into the recognition of the individual.

B. Criteria and Standards

Suggest educational institution and association involvement here under the assumption that such matters as organization and presentation of course materials, selection of instructors, facilities requirements, and all related aspects of sound instruction and subsequent reporting thereof are carried out. This assignment also conceivably touches upon validification of offerings through faculty organization of sponsoring institutions, certification of student participation, establishment and maintenance of transcripts and the transferability of continuing education units therefrom.

C. Clearinghouse Function

Suggest involvement of such interests as AUEC, EJC, NUEA, and OE here under the assumption that the national interests in the totality of offerings and the responses thereto are best represented by organizations such as these.

D. Other Possible Subcommittees

1. Central Records, as apart from a user oriented clearinghouse.
2. Budgetary Support, or some similarly designated group to survey the prospects and to encourage a broader and more substantial base of support for continuing education.
3. Inter-disciplinary Programs, to suggest model arrangements by which complex mission requirements of society can be identified and served.
4. Pilot Programs, to encourage the early application of this evolving rubric to on-going programs in a number of locations and under a variety of sponsorships.
5. Forms Design, in which the essential record keeping functions would be carefully examined and suggestions offered to interested parties concerning the particular body of information to be organized and maintained in order to fulfill the objectives of a uniform system for the recognition of participation in continuing education.

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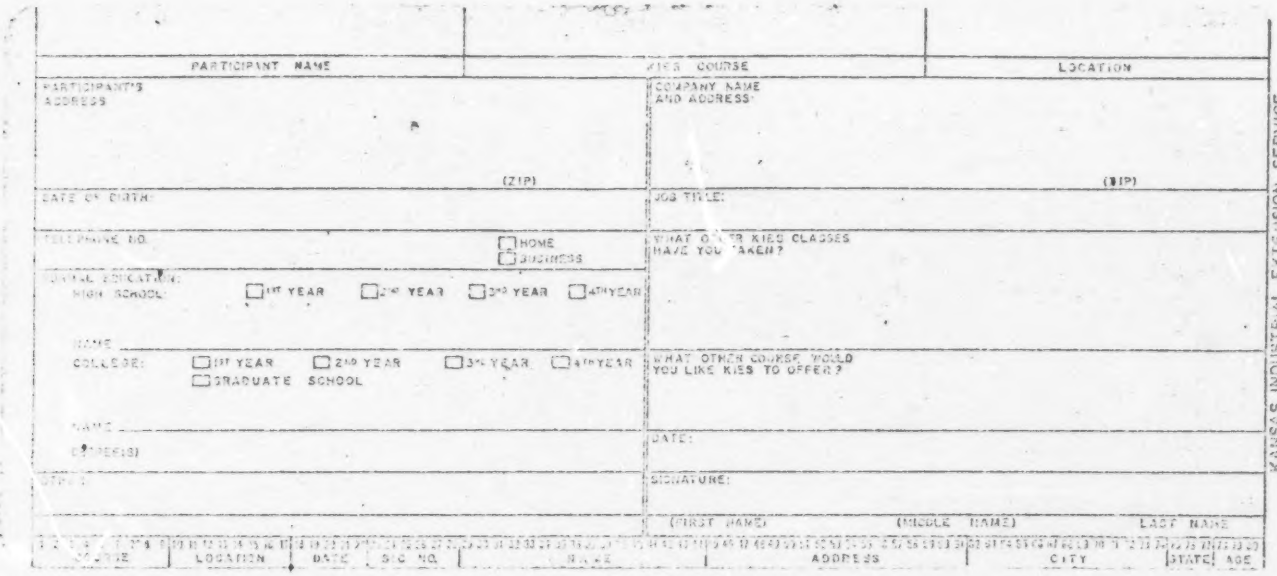
FORMS DESIGN

The following forms, presently in use in a program with objectives closely akin to the aspirations of NUEA, are reproduced here to furnish an estimate of and appreciation for the administrative detail associated with an institutional program of certifying continuing education units.



PARTICIPANT NAME | KIES COURSE | LOCATION

PARTICIPANT'S ADDRESS (ZIP)

COMPANY NAME AND ADDRESS (ZIP)

DATE OF BIRTH

JOB TITLE:

TELEPHONE NO. ☐ HOME ☐ BUSINESS

WHAT OTHER KIES CLASSES HAVE YOU TAKEN?

FORMAL EDUCATION:
HIGH SCHOOL: ☐ 1ST YEAR ☐ 2ND YEAR ☐ 3RD YEAR ☐ 4TH YEAR
NAME

COLLEGE: ☐ 1ST YEAR ☐ 2ND YEAR ☐ 3RD YEAR ☐ 4TH YEAR ☐ GRADUATE SCHOOL
NAME

WHAT OTHER COURSE WOULD YOU LIKE KIES TO OFFER?

ADDRESS(ES)

DATE:

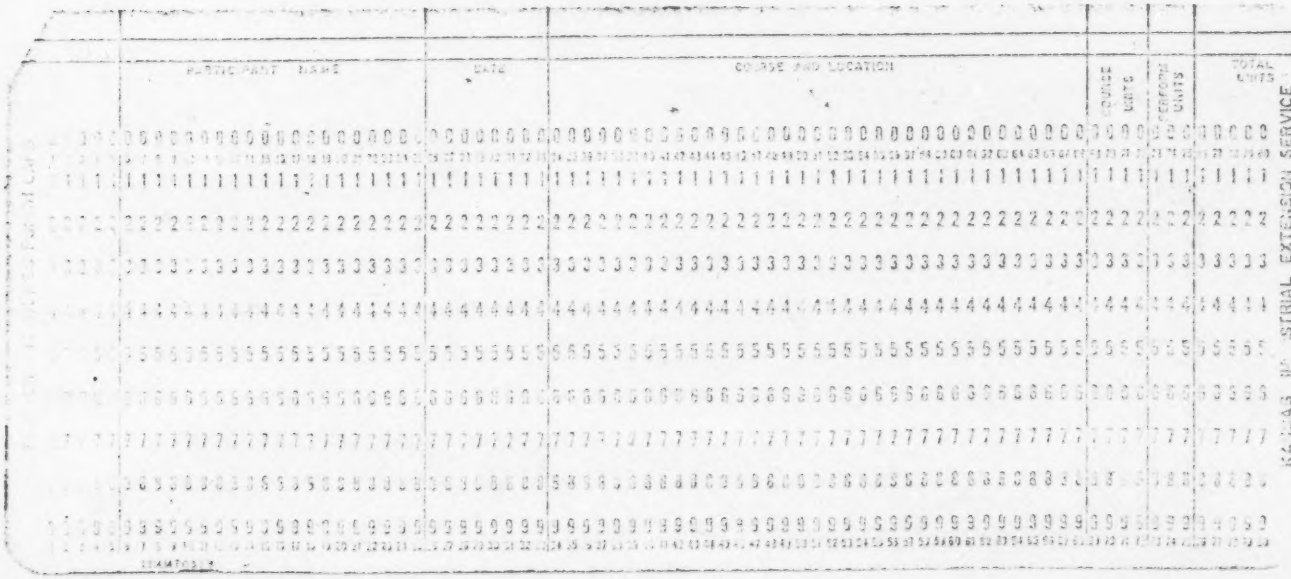
STATE

SIGNATURE:

(FIRST NAME) (MIDDLE NAME) LAST NAME

COURSE | LOCATION | DATE | SIC NO. | NAME | ADDRESS | CITY | STATE | AGE

KANSAS INDUSTRIAL EXTENSION SERVICE



PARTICIPANT NAME | DATE | COURSE AND LOCATION | COURSE UNITS | CERTIFIC UNITS | TOTAL UNITS

KANSAS INDUSTRIAL EXTENSION SERVICE

DATA SHEET

CONTINUING EDUCATION COURSE

DATE _____

1. NAME OF COURSE _____
2. OFFERED IN _____
3. TYPE OF ACTIVITY: SPECIAL LECTURE [ ], CONFERENCE [ ], WORKSHOP [ ], REGULARLY SCHEDULED CLASS [ ], SEMINAR [ ], OTHER _____
4. DESCRIPTION OF COURSE (Brief Tabulation of Subject Matter) _____
5. INSTRUCTOR _____
6. LENGTH OF COURSE (No. of Meetings) _____ (Clock Hours) _____
7. MEETING PLACE, SCHEDULE, AND TIME _____

   FIRST MEETING DATE _____
8. PREREQUISITE FOR ENROLLMENT (Student) _____
9. TEXTBOOK OR REQUIRED MATERIAL _____
10. TRANSCRIPT _____
11. COST _____
12. REGISTRATION TIME AND PLACE _____
13. LOCAL INFORMATION CONTACT _____
14. OTHER INFORMATION AND QUESTIONS, CONTACT:

Continuing Education Units Worksheet

Class _____ Location _____

Instructor _____ Dates _____

Factors and Computation Procedures	Units Assigned
1. Course length Clock hours _____; Number of meetings _____; Clock hours per meeting _____; K factor (from graph on reverse) _____. Continuing Education Units = K x Clock hours	_____
2. Level of subject matter Graduate, 10 units; College, 8 units; Post high school, 6 units; High school, 4 units	_____
3. Qualification of instructor a. Work experience 0-5 years, 4 units; 6-10 years, 6 units; more than 10 years, 8 units	_____
b. Teaching experience None, 0 units; 1-3 years, 2 units; More than 3 years, 5 units	_____
c. Academic preparation Non-degree, 0 units; Bachelors degree, 3 units; Graduate, 5 units	_____
4. Outside preparation required of student Much (1 hr/class hour), 10 units; Some (less than 1 hr/class hour), 5 units; None, 0 units	_____
5. Prerequisite required of student None, 0 units; General, 3 units; Specific, 6 units	_____
6. Study material (outline, syllabus, text, study guide provided). Yes, 3 units; No, 0 units	_____
7. Student/teacher ratio 1 to 10, 6 units; 10 to 20, 4 units; More than 20, 2 units	_____
8. Student cost None, 0 units; Less than $1/hr, 2 units; More than $1/hr, 4 units	_____
Quality Factors (add 2 through 8)	_____
Quality Coefficient = _____ (see table on reverse)	_____
Total Continuing Education Units (Q x 1)*	_____

*See class record for student performance units which are to be added to this total.

_____ _____

(Date) Director

Evaluation of Continuing Education Course
(Effect of Length of Session)

Multiply total class clock hours by factor determined from this graph. Factor is 1.0 for all session lengths of less than 2 hours.

Example: Class meets 3 hours per session, 2 nights per week for 2 weeks. Factor = 0.6. Continuing Education Units = (0.6)(3)(4) = 7.2 (round off to nearest whole number) = 7.

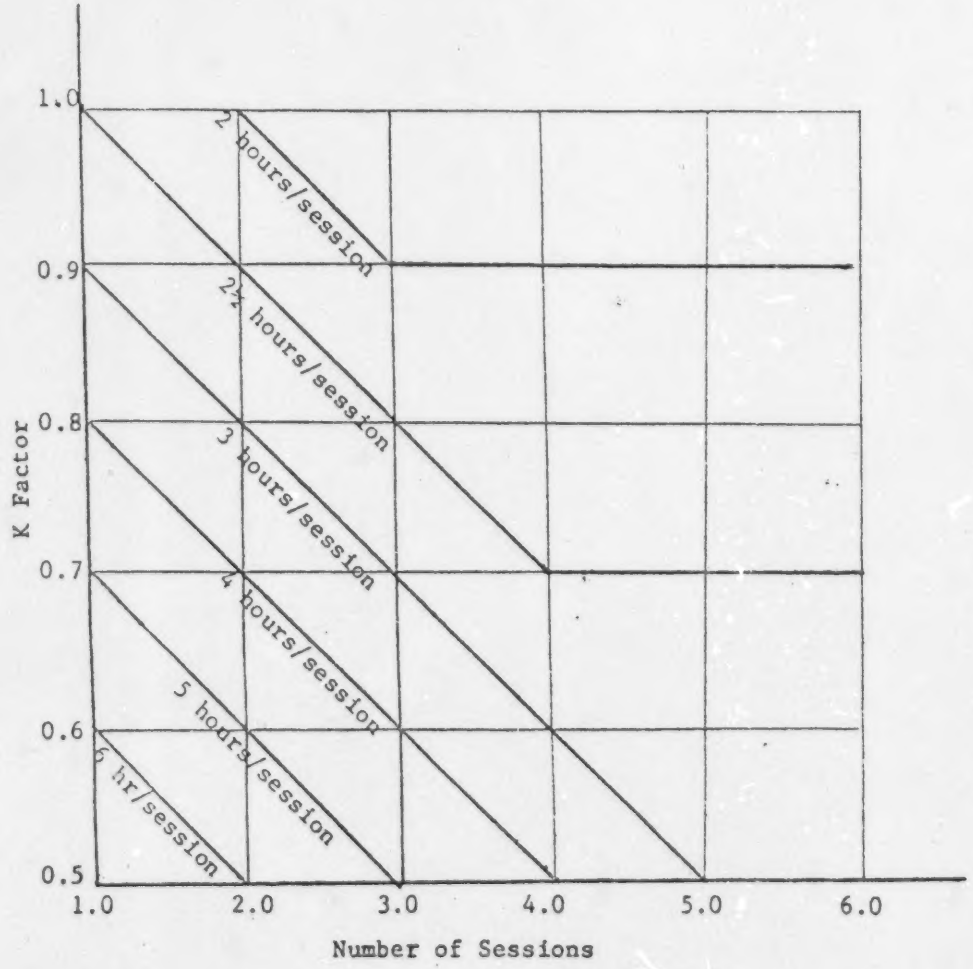


Table for Determining
Q Coefficient

Quality Factors	Q
11 - 25	1
26 - 42	2
43 - 51	3
52 - 57	4

Class _____

Location _____

Dates _____ (Start) (Complete)

CLASS ENROLLMENT/EVALUATION REPORT

Attendance record and instructor certification thereof maintained on opposite side of this form.

Name of Participant	Company	Address	Zip	Performance Cont. Education Units (Instructor Assigns) Upper 25% (10)	Second 25% (7)	Third 25% (4)	Lower 25% (2)	Class Units Assigned by KIES	Total Points Earned by Participant
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

CONTINUING EDUCATION TRANSCRIPT

Name _____

Address _____

_____

For information or additional copies of this transcript, write
DIRECTOR, KANSAS INDUSTRIAL EXTENSION SERVICE
125 Seaton Hall, Kansas State University, Manhattan, Kansas 66502

Date of Birth _____

Formal Education:

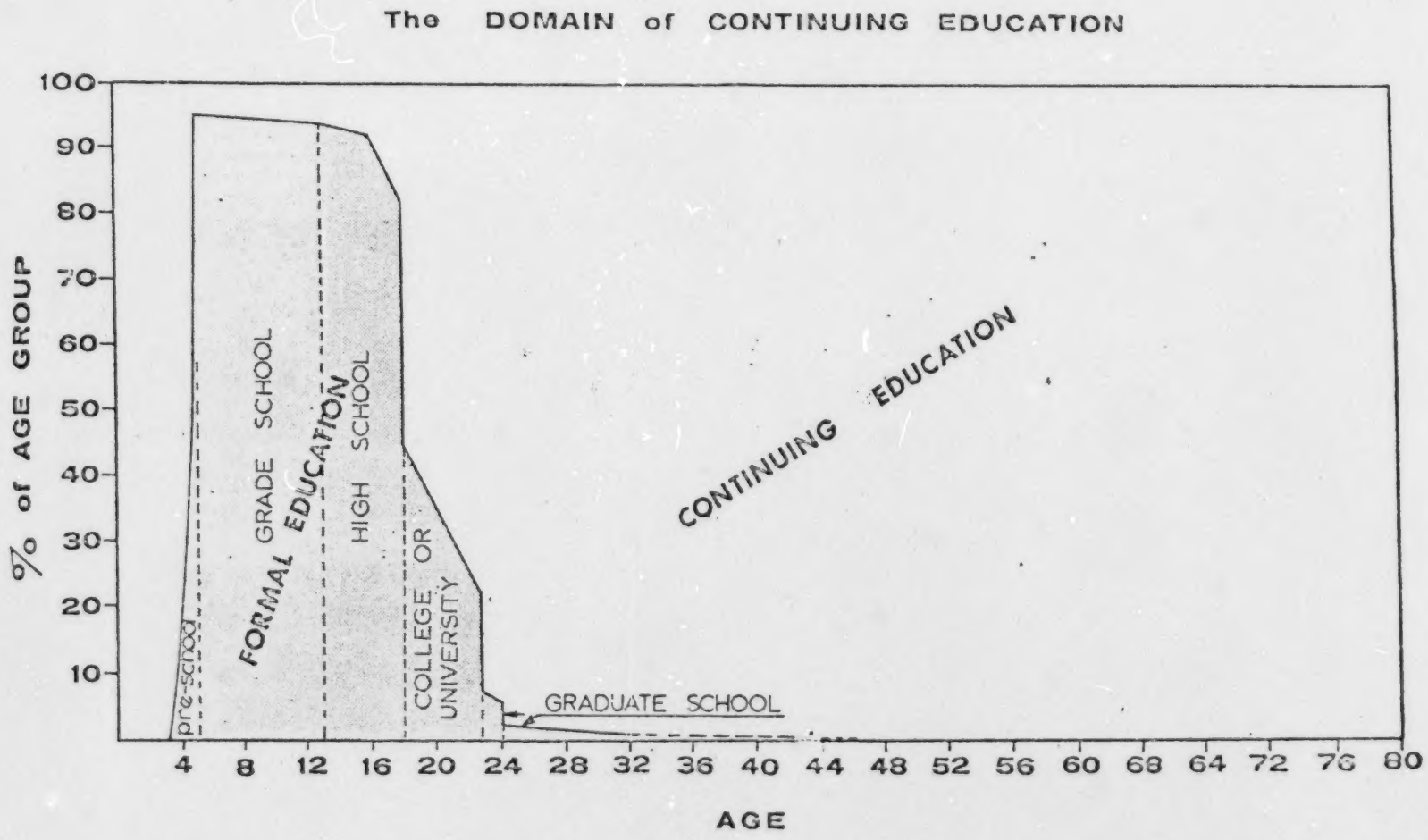
High School: ☐ 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐ 4th yr.

College: ☐ None ☐ 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐ 4th yr.

Name of College _____

Degree(s) _____

Date	Course Name and Location	Units	Date	Course Name and Location	Units


The DOMAIN of CONTINUING EDUCATION
% of AGE GROUP
100
90
80
70
60
50
40
30
20
10
pre-school
GRADE SCHOOL
HIGH SCHOOL
COLLEGE OR UNIVERSITY
GRADUATE SCHOOL
FORMAL EDUCATION
CONTINUING EDUCATION
4 8 12 16 20 24 28 32 36 40 44 48 52 56 60 68 64 72 76 80
AGE

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July 1970

THE CONTINUING EDUCATION UNIT

A Uniform Unit of Measure for Non-Credit Continuing Education Programs

An Interim Statement of

THE NATIONAL TASK FORCE

To study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs

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CE 001 572 part 2 (vol 2 parts)

INTRODUCTION

A national planning conference was called in Washington, D. C., July 1-2, 1968, under the joint sponsorship of the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the Civil Service Commission, and the U. S. Office of Education. The purpose of this conference was to determine the level of interest a number of associations had in the possibilities of a uniform unit to measure noncredit continuing education. The thirty-four national organizations represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

The interest and sense of urgency for a concerted national movement expressed at this meeting resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance of this concept. The organization represented at the 1968 meeting and the members of the Task Force appointed by that assembly are listed at the end of this report.

The impetus for a uniform unit to measure continuing education has developed as a result of the geometric increase in knowledge and the resulting decrease in the half-life of learning--now estimated to be from five to eight years--which individuals acquire during their years in formal education. The resulting demand for refresher and retreading activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering programs of this kind.

Several organizations and institutions have initiated or are studying a system of measurement and awards, each having little or no relationship to any other system in being. A uniform nationally accepted unit holds promise of reducing the confusion and fragmentation in arriving at a suitable

means of recognizing and rewarding individual effort in the pursuit of continuing education.

This report is the result of deliberations of the National Task Force over a period of almost two years and is presented as an interim statement. Reactions are requested from those who use the recommendations herein in pilot programs as well as from those who have an opportunity to review the report. Such reactions are needed and will be given serious consideration by the Task Force prior to submitting a final report to the National Planning Committee. These should be sent to the Chairman, to the staff assistant or to any member of the Task Force. (See attached list of Task Force members.)

THE CONTINUING EDUCATION UNIT

Definition

The continuing education unit is defined as follows: Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Continuing education, for the purpose of this recommendation, includes all institutional and organizational learning experiences in organized formats that impart noncredit education to post-secondary level learners. These properties of continuing education may be applied equally under the proposed system regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.

Purpose and Objectives

The continuing education unit, or c.e. unit, may be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which in the past have seldom been recorded in a formal, systematic way. The unit can be applied with equal facility to professional continuing education, vocational retraining, adult liberal education and all other programs in adult and continuing education.

The individual adult student must be able to accumulate, update, and transfer his record on continuing education throughout life as he faces a succession of hurdles with respect to maintaining or increasing proficiency in his career or in making progress toward his personal educational goals. Through the absence of such a universally recognized unit the concept of education as a continuous process is often lost. The lack of any cumulative record results in narrowly defined education requirements and short-term goals in most continuing education programs.

The purpose of the c.e. unit is to provide a mechanism by which continuing

education activities can be recorded, but it is not anticipated that it need be used to record all individual participation. The administrative requirements for establishing and maintaining permanent records will determine the selection of programs for which c.e. units will be offered to participating individuals. Even where individual records are not maintained, however, the c.e. unit is useful in quantifying and reporting the total amount of continuing education activity.

The c.e. unit was designed to facilitate communication about continuing education from one person to another, from one institution to another, from employee to employer, and from one time period to another. Some specific objectives which the c.e. unit will fulfill are:

1. To systematize the recording and reporting system for continuing education by establishing a uniform, nationally accepted unit of measurement of participation in noncredit continuing education.

2. To provide a uniform system for accumulating statistical data at local, state and national levels on the total amount of participation in continuing education activities.

3. To permit the accumulating, updating, and transfer of the continuing education record of an individual.

4. To encourage long-range educational goals and a continuing education process of lifelong learning for individuals, for professional groups, and by institutions.

5. To make the pursuit of knowledge more attractive as a way of personal and professional development and provide a framework within which an individual can develop at his desired pace.

6. To permit and encourage the adult student to marshall and utilize a host of continuing education resources to serve his particular needs.

The c.e. unit is intended to serve all interests in continuing education,

whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal.

The unit is applicable to the appropriate learning experiences of adults at all levels from post secondary to post doctoral; for all classes of adult learners, whether vocational, technical, professional, managerial or adults bent on personal improvement; and in all formats of teaching and learning known to the field of education.

The unit is expected not only to provide a record for the individual student, but to provide a measure which can be used by the institution to record the amount of its continuing education activity. Thereby, the unit provides information for budget and program planning for future activities. In addition to institutional records, the further accumulation through state or national statistical surveys will provide data which has not been available heretofore due to the very lack of a nationally accepted unit such as this proposal envisages.

Administrative Requirements

The following criteria and standards are essential guidelines in offering continuing education units to individual participants in continuing education activities:

1. The program director requests and receives the approval of the appropriate administrative officer in his institution to award a specified number of continuing education units for a program prior to the time it is offered. Ordinarily this information will be included in the program announcement sent to potential participants.

2. Upon conclusion of the learning experience, the program director should be responsible for certifying that the program has been completed in a satisfactory manner by each individual for whom units are approved, and report appropriate information for each participant to be placed on a permanent record.

3. The institution is responsible for establishing and maintaining a permanent record of all continuing education units awarded. Individual records are to be available on a permanent basis in response to requests. The information to be recorded includes:

a. Name of individual student

b. Social security number of individual student

c. Title of course

d. Course description and comparative level if not inherently clear from title

e. Starting and ending dates of activity

f. Format of program

g. Number of continuing education units awarded

Optional information which may be recorded includes:

a. Evaluation of individual performance if available

b. Name of instructor or course director

c. Personal information about the student, i.e., address, date of birth, educational background, employment, etc.

d. Cooperating sponsor -- company, association, agency or institution

e. Courses may be classified as to type, i.e., professional, liberal education, vocational-technical, job entry, in-service, etc. Indication of level, such as introductory, intermediate, or advanced, might also be useful.

It would be helpful if all continuing education activities could be clearly described in terms of audience, purpose, format, content, duration, teaching staff employed, course or experience prerequisites, other qualifying requirements, and level of instruction so that intelligent judgments can be made by others about the educational experience in terms of new learning acquired by the participants. Such essential information could be maintained

in condensed form in the permanent records of the institution for every continuing education experience to which the c.e. unit applies, thereby making it possible for others to evaluate the courses from distant locations and at later times for their particular educational significance whenever such evaluation is needed.

The system of recording units for continuing education participants may be related to the current system of permanent records in use at the institution. At the discretion of the institution, the c.e. unit may be integrated directly into the present system or parallel system can be maintained.

Suggested Applications

The following suggestions for the possible applications of the continuing education unit are offered for guidance and illustrations and should not be considered as limitations on the situations in which the c.e. unit can be applied. Some possible applications of the unit are:

1. Continuing education intensive courses in technical and professional areas (i.e., for engineers, lawyers, doctors, teachers, etc.)

2. In-service training programs to improve competence in new techniques or technical areas.

3. Courses or classes which may be used in partial fulfillment of certificate or licensing requirements.

4. Programs, sponsored by technical or industrial societies through universities, which are designed to upgrade the performance of members in occupational or technical areas.

5. Liberal education programs for the general public.

6. Paraprofessional or subprofessional training programs.

7. Vocational training programs, either in-service or in preparation for entry positions.

Limitations

The following examples suggest the types of programs which ordinarily would not be awarded continuing education units:

1. Any program carrying academic credit, either secondary or collegiate.
2. Programs leading to high school equivalency certificates or diplomas.
3. Organizational orientation training programs.
4. Short duration programs only casually related to any specific upgrading purpose or goal.

Practical Guidelines

When should c.e. units be offered for adult or continuing education programs? The answers to the following questions will serve as a basis for this determination.

1. Does the program meet the requirements of being an "organized continuing education experience?"
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants?

The term "organized" in the definition refers to the content of the program rather than merely to the mechanics of the meeting. Thus, a series of disconnected presentations such as a topical conference or a casual lecture series requiring only attendance by the participants may not meet the criteria of being an organized educational experience. On the other hand, programs which are part of a curriculum for paraprofessional or subprofessional positions, or to meet certification, licensing, or other occupational requirements should be on the permanent records of the individual participants.

Determination of Units to be Awarded

The determination of the number of units to be awarded for a particular continuing education experience is the responsibility of the director of

extension or continuing education, or the director of training, based on the recommendation of the program director immediately responsible for the activity.

The number of c.e. units awarded will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. The decimal system will allow the record to reflect the c.e. units to be awarded, based on contact hours, e.g., 1.5 units, 2.4 units, 3.0 units, etc. The c.e. unit has the advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and independent study.

A normal one-week short course usually approximates 30 contact hours of participation and would normally be awarded 3.0 c.e. units. A two-day program seldom involves more than 10 to 12 contact hours and thus would be awarded no more than 1.0 to 1.2 c.e. units whenever the program warrants consideration for recording on the participant's permanent record. A ten-session evening class, meeting for two hours per session, would involve twenty hours of instruction and equate to 2.0 units.

Rationale for the Unit

Several possible variations of the c.e. unit were considered before recommending the concept of this unit of measurement. The ten-hour unit relates reasonably well to several formats and durations of continuing education presently in common usage. All others can be translated into such units with a minimum of confusion. The ten-hour unit also permits the use of the decimal system for partial units if needed.

In suggesting the use of the c.e. unit, there is no attempt being made to change or standardize the methods or format of continuing education activities. Variety is one of its major strengths.

This unit represents a sufficiently small amount of participation in continuing education that it will be possible for an individual to accumulate a substantial number over limited periods of time. The comparatively rapid pace of accumulation of units should provide essential individual incentives and motivation for purposes of fulfilling one's continuing education obligation throughout a 40-year career.

Pilot Projects

Several pilot projects will be initiated to test the tentative recommendations included in this report. The pilot projects will be selected on the basis of diverse programs and interest in using the continuing education unit. Consideration will be given to universities, proprietary educational institutions, business concerns providing substantial programs in continuing education, governmental agencies involved in upgrading and development of individuals, professional societies, and other organizations providing substantial amounts of noncredit continuing education that qualifies within the criteria and standards given previously in this report.

Each of the selected institutions or organizations will be expected to provide detailed background information for the programs included in the study, to develop and maintain a central system for recording and reporting continuing education units for individual participants, and to provide an evaluation and appraisal to the Task Force to assist in refining the proposed criteria, standards and operational procedures.

Evaluation of Responses

The Task Force is distributing this preliminary report for the purpose of analysis and reaction from adult educators. All such responses, whether from pilot projects or from individuals, will be welcome and will be of particular assistance in providing an appraisal of the reaction of adult educators to the proposed uniform unit.

After incorporating changes which are dictated by evaluating the various responses received from the field, the Task Force will prepare a final report which will be presented to the National Planning Committee.

Reaction to this preliminary report should be sent to the Chairman, to the staff assistant, or to any member of the Task Force. (See attached list of Task Force members.)

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